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ABSTRACT

This demonstration booklet illustrates the kind of exercises or test questions and tasks used in the assessment of student achievement in reading and writing by the National Assessment of Educational Progress (NAEP) for 2002. Each student will be asked to complete the background section and the cognitive sections for one subject, and the assessment will require 90 minutes of a student's time. The booklet for Grade 8 is divided into four sections: Part One contains the general background questionnaire that students will be asked to answer; Parts Two and Three contain descriptions of each assessment, followed by the booklet directions and the background questionnaire that accompanies each subject; and Part Four (located on the back cover) presents information about the program's purpose and what procedures to follow to obtain access to NAEP questions for further review. Parts Two and Three of the booklet also contain questions about how specific subject matter is taught and the materials and resources the students use. (PM)

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ED 473 491

DEMONSTRATION BOOKLET GRADE 8

READING AND WRITING

CS 511 681

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THE NATION'S REPORT CARD

Admin Schedule Line #_____ (A)

Demonstration Booklet
2002 — Grade 8
Reading and Writing

The Nation's Report Card

School and Teacher Information

SCHOOL # ☐☐☐☐☐☐☐ TEACHER # ☐☐

TOTAL TIME for ACCOMMODATION ☐☐☐

ADMIN CODE ☐☐

012 – 345678 – 9

DO NOT USE

☐☐☐

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ETS

NAEP 2002 ASSESSMENT
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
READING AND WRITING
EIGHTH GRADE

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Information About National Assessment of Educational Progress ..... Back Cover

A MESSAGE FOR SCHOOL STAFF MEMBERS

On behalf of the NAEP project team, I want to thank you and other members of your school system for agreeing to participate in the NAEP assessment. Your participation is essential and valued. NAEP's benchmark data about student achievement and instructional emphases are widely used for staff development, curriculum planning, and research on student performance. Your voluntary assistance enhances a cooperative partnership with school leaders across the country who believe that information about this nation's educational progress is a critical ingredient for public and professional discussion about policy and direction. Your assistance also contributes to our success in measuring what students know and can do.

This demonstration booklet illustrates the kinds of exercises or test questions and tasks used in the assessment of student achievement in reading and writing. Each student will be asked to complete the background section and the cognitive sections for one subject. The length of the assessment will require about 90 minutes of a student's time.

This booklet is divided into four parts. Part one contains the general background questionnaire that eighth graders will be asked to answer. The second and third parts contain descriptions of each assessment, followed by the booklet directions and the background questionnaire that accompanies each subject. Students will be asked such questions as their racial and ethnic background, parental education, and the number of educational materials in the home. This information is confidential. Students' names are removed from all completed assessment materials before they are shipped from the school to NAEP for processing.

Parts two and three also contain questions about specific subject matter that seek information, from the student's point of view, about how the subject matter is taught and the materials and resources the students use. There are also subject-specific samples of reading and writing questions that are representative of those in the assessment. Although the actual questions in the assessment must be safeguarded to maintain the integrity of the assessment and resulting data, the sample questions, nevertheless, are intended to convey the kinds of questions and question formats that are part of the assessment in 2002.

The fourth part of the booklet is located on the back cover and presents information about the program's purpose and what procedures to follow to obtain access to NAEP questions for further review.

Again, the project team appreciates your willingness to allow NAEP to conduct the assessment at your institution.

Peggy G. Carr, Associate Commissioner
Education Assessment
National Center for Education Statistics

GENERAL BACKGROUND QUESTIONNAIRE

In this section, please tell us about yourself and your family. The section has 19 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

ID100413

1. Which best describes you?

   Ⓐ White (not Hispanic)

   Ⓑ Black (not Hispanic)

   Ⓒ Hispanic ("Hispanic" means someone who is Mexican, Mexican American, Chicano, Puerto Rican, Cuban, or from some other Spanish or Hispanic background.)

   Ⓓ Asian or Pacific Islander ("Asian or Pacific Islander" means someone who is Chinese, Japanese, Korean, Filipino, Vietnamese, Asian American, or from some other Asian or Pacific Island background.)

   Ⓔ American Indian or Alaskan Native ("American Indian or Alaskan Native" means someone who is from one of the American Indian tribes, or one of the original people of Alaska.)

   Ⓕ Other (what?) Write your answer on the line._____

TB003101

2. If you are Hispanic, what is your Hispanic background?

   Ⓐ I am not Hispanic

   Ⓑ Mexican, Mexican American, or Chicano

   Ⓒ Puerto Rican

   Ⓓ Cuban

   Ⓔ Other Spanish or Hispanic background

VB331333

3. Does your family get a newspaper at least four times a week?

   Ⓐ Yes

   Ⓑ No

   Ⓒ I don't know

VB331334

4. Does your family get any magazines regularly?

   Ⓐ Yes

   Ⓑ No

   Ⓒ I don't know

VB331335

5. About how many books are there in your home?

   Ⓐ Few (0-10)

   Ⓑ Enough to fill one shelf (11-25)

   Ⓒ Enough to fill one bookcase (26-100)

   Ⓓ Enough to fill several bookcases (more than 100)

VB331336

6. Is there a computer at home that you use?

   Ⓐ Yes

   Ⓑ No

VB331337

7. Is there an encyclopedia in your home? It could be a set of books, or it could be on the computer.

   (A) Yes

   (B) No

   (C) I don't know

VB331338

8. Is there a world atlas in your home? It could be a book of maps of the world, or it could be on the computer.

   (A) Yes

   (B) No

   (C) I don't know

TB001101

9. About how many pages a day do you have to read in school and for homework?

   (A) 5 or fewer

   (B) 6-10

   (C) 11-15

   (D) 16-20

   (E) More than 20

VB331339

10. How often do you talk about things you have studied in school with someone in your family?

    (A) Never or hardly ever

    (B) Once every few weeks

    (C) About once a week

    (D) Two or three times a week

    (E) Every day

VB331340

11. On a school day, about how many hours do you usually watch TV or videotapes outside of school?

    (A) None

    (B) 1 hour or less

    (C) 2 or 3 hours

    (D) 4 or 5 hours

    (E) 6 hours or more

VB331441

12. Do your parents know the amount of time you spend watching TV on a school day?

    (A) They hardly ever know.

    (B) Sometimes they know.

    (C) Usually they know.

    (D) I'm not sure whether they know.

VB331442

13. Which statement best describes the rules that your parents have about the amount of TV you can watch on school days?

    (A) My parents have strict rules about how much TV I can watch on school days.

    (B) My parents don't have strict TV rules, but they don't like me to watch too much TV on school days.

    (C) My parents don't pay much attention to how much TV I watch on school days.

VB331444

14. Do your parents know whether you finish your homework each day?

(A) They hardly ever know.

(B) Sometimes they know.

(C) Usually they know.

(D) I'm not sure whether they know.

(E) I never have homework.

VB331445

15. Which statement best describes the rules that your parents have about getting your homework done?

(A) My parents have strict rules about homework.

(B) My parents don't have strict homework rules, but they expect me to get my homework done.

(C) My parents don't pay too much attention to my homework.

(D) I never have homework.

VB331447

16. How many days were you absent from school in the last month?

(A) None

(B) 1 or 2 days

(C) 3 or 4 days

(D) 5 to 10 days

(E) More than 10 days

VB330870

17. How far in school did your mother go?

(A) She did not finish high school.

(B) She graduated from high school.

(C) She had some education after high school.

(D) She graduated from college.

(E) I don't know.

VB330871

18. How far in school did your father go?

(A) He did not finish high school.

(B) He graduated from high school.

(C) He had some education after high school.

(D) He graduated from college.

(E) I don't know.

VB331451

19. How often do people in your home talk to each other in a language other than English?

(A) Never

(B) Once in a while

(C) About half of the time

(D) All or most of the time

STOP

THE READING ASSESSMENT

The NAEP reading assessment measures students' ability to understand, to interpret, and to think critically about different types of texts. In responding to stories, articles, and documents, students are asked to read *for literary experience, to gain information,* and *to perform a task.* The assessment is comprised of reading materials selected from publications and other resources typically available to students in and out of school.

Across the three purposes for reading, students are asked to demonstrate their understanding by responding to comprehension questions that reflect four different types of reading processes. These processes represent the changing stances that a reader takes toward a text. *Initial understanding* questions ask students to consider the text as a whole. *Developing an interpretation* questions ask students to discern connections and relationships within the text. *Personal reflection and response* questions ask students to interpret the text in relation to their prior knowledge or experiences. *Critical stance* questions ask students to consider how the text is written.

The NAEP reading assessment contains multiple-choice questions as well as short and extended constructed-response questions. Students spend approximately 60 percent of their assessment time providing written answers to the constructed-response questions.

Each student who participates in the assessment will receive one test booklet. At grade 8, the booklets will contain either two 25-minute reading sections or one 50-minute section made up of reading materials and questions.

NAEP Reading Framework

Distribution of Assessment Time Across Purposes for Reading

Grade	Literary	Informative	Task
8	40%	40%	20%

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READING BOOKLET DIRECTIONS

In each of the next two sections, you will have 25 minutes to read a story, an article, or a document and answer questions about it. You should think carefully about your answers, and you should use the entire 25 minutes to complete each section.

You will be asked to respond to three different types of questions. Some of the questions will require you to choose the best answer and fill in the oval for that answer in your booklet.

For other questions, you will be asked to write short answers on the blank lines provided in your booklet. Here is an example of a question that requires you to provide a short answer.

Example 1

Give an example from the article that shows Mandy was not a quitter.

One example is that Mandy's mother didn't want her to umpire in public, but Mandy persuaded her mother to let her.

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GO ON TO THE NEXT PAGE

Also, you may be asked to answer other questions by writing longer, more detailed responses on a full page of blank lines. For example, here is a question that requires you to provide a longer answer.

Example 2

Explain how Mandy's mother and brother helped Mandy to become the first woman umpire.

Mandy's mother helped her by agreeing to let her umpire at a public ball game. Mandy did so well that the team offered her a job as umpire. Mandy's brother helped her by letting her play baseball with him. He also helped Mandy to persuade their mother to let her play in public.

When you are asked to write your response be sure that your handwriting is clear. Think carefully about each question and make your answers as complete as possible, using as many lines as you need.

You may go back to the story, article, or document when answering any of the questions. If you finish before time is called, be sure to read your work again and change anything that you think will make your answers better.

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READING BACKGROUND QUESTIONNAIRE

This section is about reading and writing. The section has 10 questions. Mark your answers in your booklet. Fill in **one** oval on each line.

VB345622

1. Please indicate how much you DISAGREE or AGREE with the following statements about reading and writing. Fill in **one** oval for each question.

		Strongly Disagree	Disagree	Agree	Strongly Agree	
a.	When I read books, I learn a lot.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345623
b.	Reading is one of my favorite activities.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345624
c.	Writing things like stories or letters is one of my favorite activities.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345625
d.	Writing helps me share my ideas.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345626

VB345691

2. How often do you do each of the following? Fill in **one** oval on each line.

		Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day	
a.	Read for fun on your own time	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345692
b.	Talk with your friends or family about something you have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345693
c.	Write in a private diary or journal on your own time	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345697
d.	Write stories or poems for fun on your own time	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345698
e.	Write e-mails to your friends or family	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345696

VB345628

3. NOT including reading that you do for school, how often do you spend time reading each of the following types of **fiction?** Fill in **one** oval on each line.

		Never or hardly ever	A few times a year	Once or twice a month	At least once a week	
a.	Comic books or joke books	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345629
b.	Fiction books or stories (books or stories about imagined events)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345630
c.	Plays	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345631
d.	Poems	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345632

VB345633

4. NOT including reading that you do for school, how often do you spend time reading each of the following types of **non-fiction?** Fill in **one** oval on each line.

		Never or hardly ever	A few times a year	Once or twice a month	At least once a week	
a.	Biographies or autobiographies	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345634
b.	Books about science (for example, nature, animals, astronomy)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345635
c.	Books about technology (for example, machines, computers)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345636
d.	Books about other countries	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345637
e.	Books about history	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345638
f.	Books about religion or philosophy	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345639
g.	Other non-fiction books	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345640

VB345640

5. NOT including reading that you do for school, how often do you spend time reading each of the following types of **articles or stories?** Fill in **one** oval on each line.

		Never or hardly ever	A few times a year	Once or twice a month	At least once a week	
a.	Articles or stories in a newspaper	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345641
b.	Articles or stories in a magazine	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345642
c.	Articles or stories on the Internet	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345643

VB345644

6. Now think about reading and writing you do for school. For your **English** class this year, how often do you do each of the following? Fill in **one** oval on each line.

		Never or hardly ever	A few times a year	Once or twice a month	At least once a week	
a.	Have a class discussion about something that the whole class has read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345645
b.	Work in pairs or small groups to talk about something that you have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345646
c.	Write in a journal about something that you have read for English class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345647

VB345648

7. For your **English** class so far this year, how many times have you done each of the following? Fill in **one** oval on each line.

	Never	Once	2 or 3 times	4 or 5 times	6 or more times	
a. Written a report or paper about something that you have read (for example, a book report)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB345649
b. Made a presentation to the class about something that you have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB345650
c. Done a project about something that you have read (for example, written a play, created a web site)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB345651

VB345652

8. Think about the classes that you are taking this year. How often do you read something that is **NOT** a textbook for each of the following classes? Fill in **one** oval on each line.

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week	I don't take this class	
a. English class (for example, plays, fiction books)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB345653
b. Science class (for example, science magazines, biographies of scientists)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB345654
c. Social studies or history class (for example, books about people who lived a long time ago, real letters written a long time ago)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB345655
d. Math class (for example, math word-games)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB345656

VB345715

9. For school this year, how often have you been asked to write long answers to questions on tests or assignments that involved reading?

   (A) Never

   (B) Once or twice this year

   (C) Once or twice a month

   (D) At least once a week

10. When you have reading assignments in school, how often does your teacher do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day
a. Ask you to explain or support your understanding of what you have read	(A)	(B)	(C)	(D)
b. Ask you to discuss different interpretations of what you have read	(A)	(B)	(C)	(D)

READING QUESTIONS

In this section, you will have 25 minutes to read an article and answer 8 questions about it. Mark your answers in your booklet. Fill in only one oval for each question or write your answer on the lines. Please think carefully about your answers. When you are writing your answers, be sure that your handwriting is clear.

Do not go past the STOP sign at the end of the section. If you finish before time is called, you should go over your work again and change anything that you think will make your answers better.

PLEASE TURN THE PAGE AND BEGIN READING NOW.

GARY SOTO

A FIRE IN MY HANDS

Gary Soto decided to become a poet in college after reading a bittersweet poem by Edward Field called "Unwanted." "It's about a lonely man who feels sad that no one wants him," Soto says. "He hangs a picture of himself at the post office next to the posters of dangerous criminals, hoping that people will recognize him and love him. I was inspired by this poem because it seemed to speak about my own life."

Later, Soto came upon a book of odes by Pablo Neruda, the Chilean poet who celebrated the beauty and value of common objects, such as socks, scissors, and watermelons. When Soto began writing poems himself, he focused on ordinary things from his childhood: his baseball mitt, dogs, and fruit. Here, for example, is a poem about young love in which an ordinary orange becomes "a fire in my hands," a symbol of love and growing self-confidence.

ORANGES

The first time I walked
With a girl, I was twelve,
Cold, and weighted down
With two oranges in my jacket.
December. Frost cracking
Beneath my steps, my breath
Before me, then gone,
As I walked toward
Her house, the one whose
Porch light burned yellow
Night and day, in any weather.
A dog barked at me, until
She came out pulling
At her gloves, face bright
with rouge. I smiled,
Touched her shoulder, and led
Her down the street, across
A used-car lot and a line
Of newly planted trees,
Until we were breathing
Before a drugstore. We
Entered, the tiny bell
Bringing a saleslady
Down a narrow aisle of goods.
I turned to the candies
Tiered like bleachers,
And asked what she wanted—
Light in her eyes, a smile
Starting at the corners
Of her mouth. I fingered
A nickel in my pocket,
And when she lifted a chocolate
That cost a dime,
I didn't say anything.
I took the nickel from
My pocket, then an orange,
And set them quietly on
The counter. When I looked up,
The lady's eyes met mine,
And held them, knowing
Very well what I was all
About.

Outside,
A few cars hissing past,
Fog hanging like old
Coats between the trees.
I took my girl's hand
In mine for two blocks,
Then released it to let
Her unwrap the chocolate.
I peeled my orange
That was so bright against
The gray of December
That, from some distance,
Someone might have thought
I was making a fire in my hands.

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In another poem, black hair symbolizes Soto's Mexican heritage, which in turn creates a bond between him and his baseball hero, Hector Moreno:

...When Hector lined balls into deep
Center, in my mind I rounded the bases
With him, my face flared, my hair lifting
Beautifully, because we were coming home
To the arms of brown people.

(from "Black Hair")

Soto's poems focus on places as well as objects. He explains, "I saw that our [American] poets often wrote about places where they grew up or places that impressed them deeply. James Wright wrote about Ohio and West Virginia, Philip Levine about Detroit, Gary Snyder about the Sierra Nevadas and about Japan, where for years he studied Zen Buddhism. I decided to write about the San Joaquin Valley, where my hometown, Fresno, is located. Some of my poems are stark observations of human violence—burglaries, muggings, fist-fights — while others are spare images of nature—the orange groves and vineyards, the Kings River, the bogs, the Sequoias. I fell in love with the valley, both its ugliness and its beauty, and quietly wrote poems about it to share with others."

...And this morning
After the wind left
With its pile of clouds
The broken fence steamed, sunlight spread
Like seed from one field
To another, out of a bare sycamore
Sparrows lifted above the ridge...

(from "October")

Each poem comes from Soto's memory of a particular event. Using all five senses, he recreates the memory and expands on it with the imagination. "Narrative poems should be credible," he explains, "though they do not necessarily have to be completely 'true'." In fact, some of Soto's best poems, like the one that follows, are inventions based on someone he's seen or met.

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FINDING A LUCKY NUMBER

When I was like you I crossed a street
To a store, and from the store
Up an alley, as I rolled chocolate
In my mouth and looked around
With my face. The day was blue
Between trees, even without wind,
And the fences were steaming
And a dog was staring into a paint bucket
And a Mexicano was raking
Spilled garbage into a box,
A raffle of eggshells and orange peels.
He nodded his head and I nodded mine
And rolled chocolate all the way
To the courthouse, where I sat
In the park, with a leaf falling
For every person who passed—
Three leaves and three daughters
With bags in their hands.
I followed them under trees,
The leaves rocking out of reach
Like those skirts I would love
From a distance. I lost them
When I bent down to tie my shoes
And begged a squirrel to eat grass.
Looking up, a dog on the run,
A grandma with a cart,
And Italians clicking dominoes
At a picnic table—men
Of the Old World, in suits big enough
For Europe. I approached
Them like a squirrel, a tree
At a time, and when I was close
Enough to tell the hour from their wrists,
One laughed with hands in his hair
And turned to ask my age.
"Twelve," I said, and he knocked
My head softly with a knuckle:
"Lucky number, Sonny." He bared
His teeth, yellow and crooked
As dominoes, and tapped the front one
With a finger. "I got twelve—see."
He opened wide until his eyes were lost
In the pouches of fat cheeks,
And I, not knowing what to do, looked in.

Fifteen years ago, when he first started writing, Gary Soto had no idea that he would turn out so many poems. Yet poems feed into other poems, a process he compares to needle passing a stitch through cloth. He already has five books of poetry to his credit as well as four collections of essays. A collection of short stories for Chicano children, *Baseball in April,* will be published in February, and a collection of autobiographical essays, *A Summer Life,* will come out in June.

In the writing classes he teaches at the University of California at Berkeley, Soto advises his students to look to their own lives for inspiration. "What are your life stories?" he asks. "Can you remember incidents from your childhood? Some of you will say that your lives are boring, that nothing has happened, that everything interesting happens far away. Not so. Your lives are at work, too. Each poet works diff[illegible]tly. But the task is always the same—to get the language right so that the subject of the poem will live."

—Suzi Mee

WO000986

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1. Write down in your own words some of the images from the poems that linger in your mind.

2. Explain what the lady at the counter in "Oranges" knew all about.

3. In the poem "Finding a Lucky Number," Gary Soto contrasts

   (A) dogs and squirrels

   (B) present youth and future aging

   (C) Indian summer and the coming of winter

   (D) eating candy and a healthy diet

4. Do you think the title of the poem "Finding a Lucky Number" is a good title for the poem? Explain why or why not using evidence from the poem.

5. Explain how Soto's poem "October" differs from the other poems included in the article.

6. If you had to select one poem or excerpt to use to introduce your friends to Gary Soto's work, which selection would you choose? Explain why you would choose this selection over the others.

7. Explain the author's attitude toward Gary Soto and his poetry. Use examples and details from the article to support your ideas.

8. Explain Soto's statement that the task of the poet "is always the same—to get the language right so that the subject of the poem will live." Give examples of Soto's language to support your answer.

THE WRITING ASSESSMENT

The NAEP writing assessment measures three purposes of writing: narrative, informative, and persuasive. The narrative tasks comprise first-person and third-person fictional stories. The informative tasks comprise description, explanation, and analysis. The persuasive tasks comprise writing to convince, writing to construct an argument, and writing to refute a position.

Across the three purposes for writing, students are asked to respond in a variety of forms. These forms include essays, letters, reports, stories, and articles. Some tasks require students to write for a specified audience; for example, to a teacher, to a committee, or to a friend. Writing tasks in the 2002 assessment incorporate an array of stimulus materials, such as color photographs, comic strips, newspaper articles, and poems.

Each student participating in the assessment will receive one test booklet. At grade 8, students will receive two 25-minute writing tasks. All booklets contain a Planning Page, thus providing students with the opportunity to make notes and organize their ideas. In addition, all participating students are provided with a writing strategies brochure to remind them of various ways to plan and review their writing.

Percentage of Time to Be Spent on Tasks for Each Writing Purpose

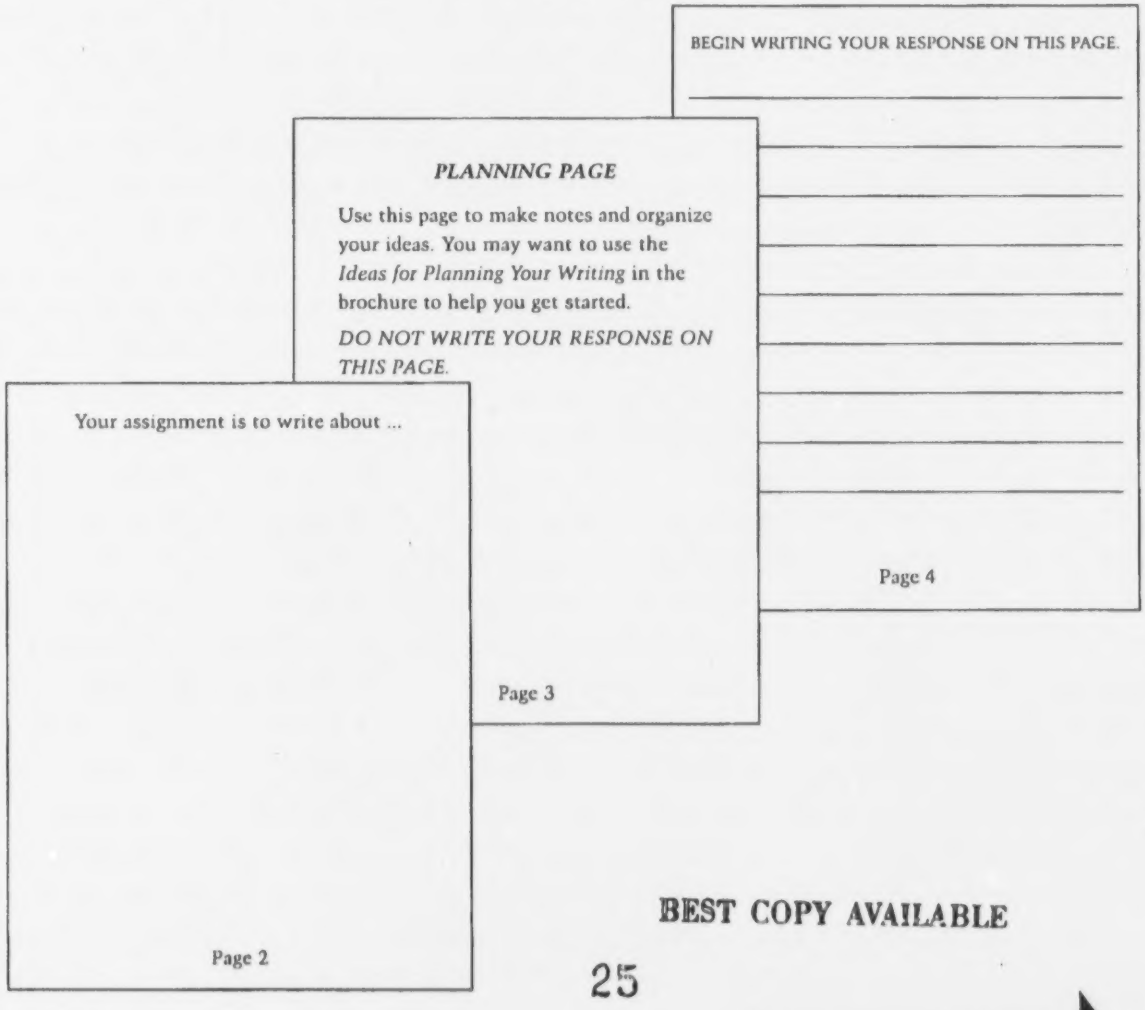
	Grade 8
Narrative	33%
Informative	33%
Persuasive	33%

WRITING BOOKLET DIRECTIONS

Your book has 4 sections. Sections 1 and 2 each contain one writing assignment. You will have 25 minutes to complete each assignment. Sections 3 and 4 contain questions about you and your classes. The administrator will tell you when to begin and end each section.

In section 1 and in section 2, read the page that gives the assignment for the paper you will write. After reading the assignment, go on to the planning page where you can make notes and plan what to write. Do **not** write your paper on the planning page. After the planning page, there are lined pages where you should write your paper.

The following example shows what these pages look like.


BEGIN WRITING YOUR RESPONSE ON THIS PAGE.
Page 4
PLANNING PAGE
Use this page to make notes and organize your ideas. You may want to use the Ideas for Planning Your Writing in the brochure to help you get started.
DO NOT WRITE YOUR RESPONSE ON THIS PAGE.
Page 3
Your assignment is to write about ...
Page 2

BEST COPY AVAILABLE

Remember to start writing your papers on the lined pages that begin on page 4 of each section that has a writing assignment.

Read each assignment carefully so that you understand what you are to write about. For each writing assignment, you will probably need the entire 25 minutes to plan and write. Use as many lined pages as you need to write your paper. You may want to use ideas from the brochure you have been given to help you plan and review your paper.

If you finish before time is called, read your paper again and make any changes that you think will make it better.

Do not go past the

sign at the end of each section until you are told to do so.

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WRITING BACKGROUND QUESTIONNAIRE

This section is about reading and writing. The section has 10 questions. Mark your answers in your booklet. Fill in only **one** oval on each line.

VB345622

1. Please indicate how much you DISAGREE or AGREE with the following statements about reading and writing. Fill in **one** oval on each line.

		Strongly Disagree	Disagree	Agree	Strongly Agree	
a.	When I read books, I learn a lot.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345623
b.	Reading is one of my favorite activities.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345624
c.	Writing things like stories or letters is one of my favorite activities.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345625
d.	Writing helps me share my ideas.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345626

VB345691

2. How often do you do each of the following? Fill in **one** oval on each line.

		Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day	
a.	Read for fun on your own time	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345692
b.	Talk with your friends or family about something you have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345693
c.	Write in a private diary or journal on your own time	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345697
d.	Write stories or poems for fun on your own time	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345698
e.	Write e-mails to your friends or family	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345696

VB345665

3. How often do you write each of the following **for school** this year? Fill in **one** oval on each line.

		Never or hardly ever	A few times a year	Once or twice a month	At least once a week	
a.	Thoughts or observations in a log or journal	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345671
b.	A simple summary of something you have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345672
c.	A report about something that you have studied or researched	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345673
d.	An essay in which you analyze or interpret something	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345674
e.	A letter or essay in which you try to convince or persuade others to believe or do something	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345675
f.	A story (such as a story about a personal or imagined experience)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345676
g.	Business writing (such as a resume or letter to a company)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345677

VB378055

4. When you write a paper or report **for school** this year, how often do you do each of the following? Fill in **one** oval on each line.

		Never or hardly ever	Sometimes	Almost always	
a.	Brainstorm with other students to decide what to write about	Ⓐ	Ⓑ	Ⓒ	VB378056
b.	Organize your paper before you write (for example, make an outline, draw a chart)	Ⓐ	Ⓑ	Ⓒ	VB378057
c.	Make changes to your paper to fix mistakes and improve your paper	Ⓐ	Ⓑ	Ⓒ	VB378058
d.	Work with other students in pairs or small groups to discuss and improve your paper	Ⓐ	Ⓑ	Ⓒ	VB378059

VB378060

5. When you write a paper or report **for school** this year, how often do you do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	Sometimes	Almost always	
a. Use a computer from the beginning to write the paper or report (for example, use a computer to write the first draft)	Ⓐ	Ⓑ	Ⓒ	VB378061
b. Use a computer to make changes to the paper or report (for example, spell-check, cut or paste)	Ⓐ	Ⓑ	Ⓒ	VB378122
c. Look for information on the Internet to include in the paper or report	Ⓐ	Ⓑ	Ⓒ	VB378124

VB378126

6. Think about the classes that you are taking this year. How often do you write something that is **at least a paragraph in length** for each of the following classes? Include things you write such as journal writing, reports, investigations, and essays. Fill in **one** oval on each line.

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week	
a. English class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB378127
b. Science class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB378128
c. Social studies or history class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB378129
d. Math class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB378130

VB345715

7. For school this year, how often have you been asked to write long answers to questions on tests or assignments that involved reading?

   Ⓐ Never

   Ⓑ Once or twice this year

   Ⓒ Once or twice a month

   Ⓓ At least once a week

VB378054

8. When you write, how often does your teacher talk to you about what you are writing?

   Ⓐ Never

   Ⓑ Sometimes

   Ⓒ Always

VB378131

9. When you write, how often does your teacher ask you to write more than one draft of a paper?

   Ⓐ Never

   Ⓑ Sometimes

   Ⓒ Always

10. When your teacher grades your writing, how important is each of the following? Fill in **one** oval on each line.

	Not very important	Moderately important	Very important
a. Your spelling, punctuation, and grammar	Ⓐ	Ⓑ	Ⓒ
b. The way your paper is organized	Ⓐ	Ⓑ	Ⓒ
c. The quality and creativity of your ideas	Ⓐ	Ⓑ	Ⓒ
d. The length of your paper	Ⓐ	Ⓑ	Ⓒ

WRITING QUESTIONS

Imagine that you are now 70 years old and it is almost the middle of the twenty-first century. Your grandchildren enjoy hearing stories about some of the amusing, interesting, or special things that happened to you when you were young.

Write a story for your grandchildren, describing something amusing, interesting, or special that happened to you when you were young.

Recently, the music industry started to put rating labels on record albums, compact discs, and tapes. These labels describe the content and language of the music. A local committee is considering a rating-label law that would make it illegal for anyone under the age of 18 to buy recordings with negative ratings.

Write a letter to the committee telling whether or not you think that negative rating labels should be used to restrict teenagers from buying certain music. Give specific reasons to support your opinion.

Information About National Assessment of Educational Progress

PROJECT MISSION. NAEP is authorized by Congress and directed and funded by the U.S. Department of Education (National Center for Education Statistics) to report on what American students know and can do in key academic subjects. It has produced more than 200 reports in its 32-year history, chronicling trends over time in the performance of 9-, 13-, and 17-year-old and fourth-, eighth-, and twelfth-grade students. The results are reported in the aggregate for large groups; no student or school data are reported. Information is reported by average proficiency; racial/ethnic and gender status; region; type of school; parents' education level; teachers' emphases; and a variety of home and school supports for learning. It is important to note that student participation is voluntary and confidential.

THE CONTENT OF NAEP. By law, for each subject assessed, the National Assessment Governing Board (NAGB) manages the development of frameworks detailing what students reasonably might be expected to know and do. These frameworks are the "blueprints" for developing tasks that measure the content specified. Schools selected for the 2002 assessment will receive NAEP's frameworks for reading and writing. For information on additional framework development, please contact Mary Crovo of the National Assessment Governing Board at 202–357–6941.

EXAMINATION OF SECURE NAEP ITEMS. Within the limits of staff and resources, procedures have been developed that will enable small groups of members of the public to review the NAEP questions that will be administered in 2002. These arrangements must be made in advance of the local administration date(s) so that sufficient materials can be available and interested persons can be notified about the location and time of the examination. Those persons reviewing the assessment may not, however, remove the booklets from the room, copy them, or take notes. These requests may be made to the NAEP data collection staff or by contacting the National Center for Education Statistics at 202–502–7300.

OBTAINING NAEP QUESTIONS. Most NAEP questions and tasks are not generally released to the public, because these materials are reused in future assessments, and thus must be kept secure if the project is to accurately report trends in academic performance. However, a portion of each assessment is designated for public release and each NAEP report contains a sample of actual test questions. The questions released for public and research use can be obtained from the National Center for Education Statistics, NAEP Released Exercises, 1990 K Street, NW, Washington, DC 20006. Also, previously released questions may be viewed on and downloaded from the NCES Web site at http://nces.ed.gov/nationsreportcard.

FOR FURTHER INFORMATION. For prompt field staff support on the above-mentioned matters, or any other concerns, please call 800–283–6237.

U.S. Department of Education
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